

What are we talking about?

A high school teacher averages 395/day.



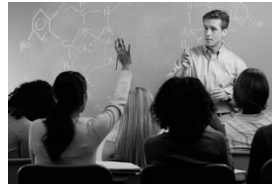
An elementary school teacher averages 348/day.



Course: EDG 4410 Teaching Strategies and Classroom Management		Topic: Questioning Skills
Standards: <ul style="list-style-type: none"> Models clear, acceptable oral and written communication. (FEAP A.2.e.) Employs higher-order questioning techniques (FEAP A.2.f.) 		
Learning Goal: The EDG 4410 student will be able to: <ul style="list-style-type: none"> Select and effectively use a wide variety of question types. (FEAP 2.a.3.f, 2.a.2.e/PEC 2.5, 3.6; applicable NGSSS and CCSS) 		
Topic (Keywords): convergent question, divergent question, redirection, prompting, probing, wait time		
Essential Question: How might you phrase questions differently to encourage students to respond at different levels of thinking?		
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard, the student will be able to: <ul style="list-style-type: none"> teach and demonstrate to each other all of the questioning skills. No major errors or omissions regarding the score 4.0 content	
3.0 ★	The student will be able to: <ul style="list-style-type: none"> clearly ask questions at different levels of the cognitive taxonomy. demonstrate the different questioning skills. No major errors or omissions regarding the score 3.0 content (simple or complex)	
2.0	The student recognizes and describes specific terminology such as: <ul style="list-style-type: none"> convergent question, divergent question, redirection, prompting, probing, wait time, low level question, intermediate level question, high level question. The student will be able to: <ul style="list-style-type: none"> write questions at different levels of the cognitive taxonomy with some clarity. demonstrate some of the different questioning skills. No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes	
1.0	With help, the student has only a partial understanding of some of the terminology and some of the different questioning skills.	
0.0	Even with help, the student has no understanding of the concepts taught in the lesson.	

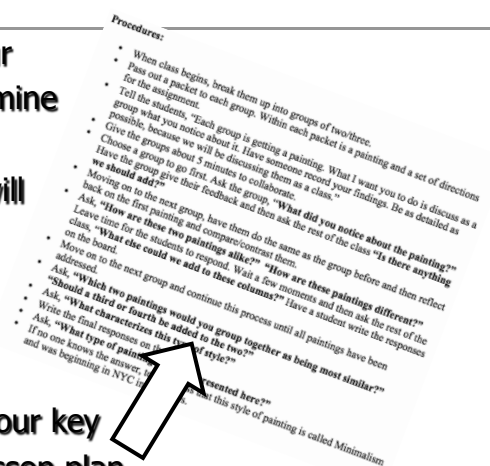
Questioning Skills

- Classroom questioning: cornerstone of any effective teaching strategy
- Critical skill that can be learned and used in any discipline or grade level, or with any teacher personality
- Questioning promotes student involvement, enhances learning, and motivates students.



Why ask questions?

- To evaluate student readiness
- To assess completion of assignments
- To develop critical thinking skills
- To encourage insights
- To encourage independent learning
- To determine students' prior knowledge
- To evaluate students' attainment of goals

	<h1>Importance of Questioning</h1>
	<ul style="list-style-type: none"> ■ How you phrase your questions will determine the type of student response that you will receive. ■ When developing a plan with a lot of discussion and/or questions, include your key questions in your lesson plan.  <p><i>Procedures:</i></p> <ul style="list-style-type: none"> • When class begins, break them up into groups of two/three. • Pass out a packet to each group. Within each packet is a painting and a set of directions for the assignment. • Tell the students, "Each group is getting a painting. What I want you to do is discuss as a group what you notice about it. Have someone record your findings. Be as detailed as possible, because we will be discussing them as a class." • Give the groups about 5 minutes to collaborate. • Choose a group to go first. Ask the group, "What did you notice about the painting?" • Have the group give their feedback and then ask the rest of the class "Is there anything we should add?" • Moving on to the next group, have them do the same as the group before and then reflect back on the first painting and compare/contrast them. • Ask, "How are these two paintings alike?" "How are these paintings different?" • Leave time for the students to respond. Wait a few moments and then ask the rest of the class, "What else could we add to these columns?" (Have a student write the responses on the board.) • Move on to the next group and continue this process until all paintings have been addressed. • Ask, "Which two paintings would you group together as being most similar?" • Ask, "Should a third or fourth be added to the two?" • Write the final responses on the board. • Ask, "What characterizes this type of style?" • If no one knows the answer, ask, "What type of painting is this?" (The painting is a reproduction of a painting by Piet Mondrian and was beginning in NYC in the 1920s. This style of painting is called Minimalism.)

	<h1>Question Levels</h1>
	<ul style="list-style-type: none"> ■ Effective teachers adjust the questions to fit the needs of the students. ■ Different types of questions are effective at different times, depending on the characteristics of the learner and the topic being taught. ■ Ask questions that allow you to reach your instructional goal most efficiently.

Question Levels

- Effective teachers direct their instruction toward a clear and specific goal.
- Sadly, 70-90% of questions asked of students are low level questions.



Low Level Questions

- Require the student to memorize and recall information.
- Level of Bloom's Taxonomy: Knowledge

Example:

What is the capital of Florida?



Intermediate Level Questions

- Require the student to process information.
- Levels of Bloom's Taxonomy:
Comprehension, Application, and Analysis

Example: State in your own words the moral of the story.



Other Examples of Intermediate-Level Questions

- Requesting the student to state an idea or definition in his/her own words.
- Requiring the student to determine the solution to a problem.



Other Examples of Intermediate-Level Questions

- Asking the student to observe and describe an object or event.
- Requiring the student to compare and contrast two or more objects, statements, illustrations, or demonstrations.



High-Level Questions

- Require a lot of cognitive processing from the student.
- Levels of Bloom's Taxonomy:
Synthesis and Evaluation

Example: Imagine you were a Pilgrim. What might your typical day be like?



	<h2 style="text-align: center;">Levels of Questions Review</h2>
	<ul style="list-style-type: none"> ■ <u>Lowest level: Collecting and recalling information</u> <ul style="list-style-type: none"> – Verbs: Define, List, State, Count, Identify, Name ■ <u>Intermediate level: Processing information</u> <ul style="list-style-type: none"> – Verbs: Paraphrase, Describe, Solve, Compare ■ <u>High level: Creatively using or evaluating information in new situations</u> <ul style="list-style-type: none"> – Verbs: Imagine, Predict, Hypothesize, Judge

	<h2 style="text-align: center;">Exit Slip</h2>
	<ul style="list-style-type: none"> ■ The exit slip strategy requires the students to respond in writing to a prompt posed by the teacher at the end of class. ■ Exit slips allow students to reflect on and process information. ■ They provide the teacher with feedback regarding student comprehension of the lesson content and/or attainment of the learning goal(s).

	<h2>Popular Exit Slip Websites</h2>
	<ul style="list-style-type: none">■ http://www.readwritethink.org/professional-development/strategy-guides/exit-slips-30760.html■ http://www.adlit.org/strategies/19805/■ http://www.readingrockets.org/strategies/exit_slips/■ http://www.edudemic.com/12-digital-tools-to-implement-exit-slips/